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INDIAN AND SPANISH EDUCATION.

I EARNESTLY hope that Congress and the Administration will promptly adopt the plan recommended by Miss Reel for the education of Indian youth. The schools should be located among the Indian people, and the course of study and training should bear directly upon the probable future responsibilities and duties of the pupils. It will be folly in the future, as it has been in the past, to educate Indian youth over the heads of their people. A literary culture which has nothing in common with Indian life, either takes Indian boys permanently away from their tribes, or makes them helpless and useless on their hands; in either case the money and effort spent on them are without useful result to the tribes.

To raise the Indian people to a higher plane, we must get our lever down low enough for them to take strong hold. Their cordial co-operation is necessary. The reading and writing, the elementary science, the manual and industrial training, must be of a character to win popular approval among the Indian people, so that they will encourage regular attendance, and even help support the schools.

To this end the entire scheme of education must be planned from an intimate knowledge of the Indian character and the Indian environment.

I have great faith in manual training to arouse and sustain an interest in school work on the part of the Indian youth and their parents, but it must be very simple and carefully chosen. The education that is to succeed must bear immediate fruit; its value must be at once apparent to the narrow-minded, selfish and ignorant. The normal product of an Indian school must be an Indian still, but one who is both willing and able to raise the standard of working and living in an Indian community. The boys and the girls are to be trained, not to cease to be Indians, but to be better Indians.

The problem of Indian education is by no means solved. The bookish schoolmaster never will solve it. The solution lies, in my judgment, along the line indicated by Miss Reel; but failure is still possible. It will take considerable money, infinite patience and discretion, and twenty years' time to give the experiment a fair trial.

Similar schemes for popular education in Cuba and Porto Rico are needed. The proposition to bring a few hundred Cuban or Porto Rican boys to American colleges will accomplish practically nothing. The boys would either fail as students and be sent home in disgrace, or succeeding as students they would fail to go back to Cuba or Porto Rico to live.

Spain planted her wretched style of civilization on those islands by sending her priests and teachers and colonists to live among them, and to train up new generations to their ideas. If we would regenerate those motley inhabitants so as to make them fit for self-government or for equal citizenship with us, we must go about it in a similar way, and we must not look for speedy results. A people can be regenerated only by replacing one generation by another and better one, and generally that by still another. But the fact that the task is long and difficult makes it all the more necessary that the work be begun soon and begun well.

C. M. WOODWARD.